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ABSTRACT

Ontario's Colleges of Applied Arts and Technology have been governed by the Ministry of Training, Colleges, and Universities Act (MTCU) and related regulations and policies since their inception in 1965. In June 2002, the Ontario Colleges of Applied Arts and Technology Act, 2002 (OCAATA) was passed by the Ontario legislature; proclamation is anticipated in 2003. There has been a great deal of attention paid by a variety of government and private organizations to the issue of accountability, and to the measures that can be taken to improve accountability. This paper offers examples of some Canadian public and private corporations' accountability reports. In addition, the paper examines accountability as applied to community colleges in California and New Jersey, and to Ontario's Colleges of Applied Arts and Technology, as well as to colleges in British Columbia and Alberta. There are three basic accountability models that the states use to determine performance: performance funding, performance budgeting, and performance reporting. Performance is measured by institutional improvement over time, comparisons with peer institutions, and comparison against preset targets. In British Columbia, Ontario, and Alberta, performance indicators are tied to funding in significantly different ways. The report recommends steps that can be taken to strengthen performance and accountability in Canada's public college and university governance. (NB)

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Environmental Scan 2002-03

Governance & Accountability

Produced November 2002
Research & Policy Office

Association of Colleges of Applied Arts and Technology of Ontario

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Governance and Accountability

A Snapshot: Governance and Accountability Today 4
- Ontario 5
- Elsewhere 5
- Trends 8
- Changes in Assumptions about the State Role in Postsecondary Education 9

What is Governance...good governance? 10
- Perspectives .....
- Public Sector Governance 11
- Elements of Good Governance 11
- Key Issues for not-for-profit boards 13
- Factors Influencing Quality of Governance 13
- Governance Models 14

College Governance & Accountability Frameworks 15
- Ontario 15
- British Columbia 16
- Alberta 16
- New Jersey 17
- California 18

Accountability 19
- Accountability in the Postsecondary Sector 21
- One Government's Approach to Governance and Accountability 24
- Governance Best Practices Resources 26

Governance and Accountability

Enron, WorldCom, Global Crossing, ImClone...the list grows as Canada shakes its collective head at the governance fiascos in the United States. Yet Canada has no room for complacency: Bre-X, YBM Magnax, Livent and Cinar...we could easily build our own list of major embarrassments in corporate governance.[1]

Since the early 1990s there has been world-wide attention to governance and accountability by governments, associations/organizations and private companies. This interest has resulted in initiatives around the world to assess the effectiveness of governance in various sectors. These initiatives have produced findings that elaborate the issues arising in corporate governance, best practices in corporate governance and recommendations to increase the effectiveness and accountability of corporate governance.

The global trend in addressing governance and accountability of not-for-profit and for-profit corporations and the new charter legislation for Ontario colleges the *Ontario Colleges of Applied Arts and Technology Act, 2002*, prompted the development of this new section of the *Environmental Scan: Governance and Accountability*.

ACAATO's Environmental Scan is designed to assist colleges in strategic planning and development. It is not an exhaustive or in-depth study and references are provided for those who would like to access further information. The sections *Labour* and *Economy* are available on the ACAATO website.
http://acaato.on.ca/new/index.html

This section of the scan will provide an overview of the current issues and emerging trends in governance and accountability in Ontario and elsewhere. Organizations and references that are recognized in the field of governance and accountability are the primary sources utilized. The framework for college governance in Ontario and several selected jurisdictions will be explored. The section will also provide a selected resource list for governance and accountability information/resources.

A Snapshot: Governance and Accountability Today

The focus on effective governance and accountability in both the private and public sectors began receiving increased attention in the 1990s. In the past year, scrutiny on board performance and accountability has intensified with the failure of private sector companies such as Enron and WorldCom demonstrating an apparent lack of effective governance and accountability between the management team, the board and its stakeholders.

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[1] *Corporations Can Take Steps to Improve Their Governance*, Inside Edge, Vol 6,No.3, The Conference Board of Canada, Fall 2002

The many issues of concern regarding corporate governance in the private sector have also become concerns in public/not-for-profit sector corporate governance. Many public non-profit institutions control vast publicly funded assets which are governed by boards and are of social and economic significance. There is also more emphasis on commercialization and partnerships increasing the exposure of public institutions to risk.

In Ontario, the government has intervened where there are concerns over perceived or real board ineffectiveness or incompetence.

- Recently in Ontario, the issue with the size of board approved-salaries and termination gratuities for senior management at Hydro One, raised concerns regarding how this particular board fulfilled its role particularly with respect to its fiduciary responsibilities in its use of public funds. The issue of communication and relationship between government and its agents is an integral part of this situation. This situation has caused increased scrutiny and focus on other crown agencies and their boards.
    - In June 2002, the government enacted *Hydro One Inc. Directors and Officers Act, 2002,* which terminated all existing board members of Hydro One and required a review of staff salaries and termination gratuities and placed limits on what the new compensation package could be. It also gave the government the right to appoint new directors for the corporation.
      http://192.75.156.68/DBLaws/Statutes/English/02h03_e.htm

- The Ontario government took action in November 2001 with regard to the legislative framework and governance of Community Care Access Centres (CCACs). The passing of legislation, *Community Care Access Corporations Act*, 2001, followed a province-wide review of the CCACs and is intended to improve accountability and consistency among the CCACs. The government sees the changes to the governance of CCACs as just the first step in a comprehensive strategy to improve the delivery of home care in Ontario.
  http://192.75.156.68/DBLaws/Statutes/English/01c33_e.htm

- In 1996, the Ontario Provincial Auditor made specific recommendations to promote effective college governance. Recommendation:
  To promote effective college governance, the Ministry, in conjunction with the Council of Regents and the Association of Colleges of Applied Arts and Technology of Ontario where appropriate, should: pursue a more comprehensive legislative mandate for college boards of governors including specifications for conduct, powers, roles and responsibilities; provide guidance to college boards of governors regarding the performance information necessary to effectively discharge their oversight responsibilities including procedures for evaluating college presidents; and enforce the existing legislated requirement for ministry approval of the process used by a board of governors to review its president's performance.[2]
  http://www.gov.on.ca/opa/english/r96t.htm

[2] Office of the Provincial Auditor of Ontario: 1996 Annual Report, Queen's Printer for Ontario, 2001

- The *Report of the Auditor General of Canada, December 2000*, examined the effectiveness of the governance of crown corporations. In a chapter on *Governance of Crown Corporations*, the observations and recommendations addressed four key areas.
    - Appointment of boards of directors, board chairs and chief executive officers.
    - Importance of the audit committee.
    - Approving corporate plans and ensuring mandate relevance.
    - Governance practices between ministers and crown corporations.[3]

  http://www.oag-bvg.gc.ca/domino/reports.nsf/html/0018ce.html/$file/0018ce.pdf

- The Panel on Accountability and Governance in the Voluntary Sector was an initiative *of* the sector *for* the sector to aid in its process in adapting to change. The final report of this group, *Building on Strength: Improving Governance and Accountability in Canada's Voluntary Sector*, makes recommendations (for the sector and governments) and develops best practices on accountability and governance for the voluntary sector.

  > *Accountability is the requirement to explain and accept responsibility for carrying out an assigned mandate in light of agreed upon expectations.*[4]
  >
  > *The active oversight of organizational governance by a board is what we call stewardship… Effective stewardship cannot be legislated. Nor is there a single model of good stewardship that can be applied as uniform procedures and practices in every organization, in part, because every organization is unique.*[5]

  The report outlines practices for effective stewardship, explores accountability to whom, for what and by what means, includes information on the ethics of fundraising, government role and tools for better governance and accountability.

  http://www.deloitte.ca/en/pubs/NPOs/Broadbent.pdf

- Canada's accounting regulator has introduced new rules that should prevent companies from hiding debt in off-balance sheet entities—the kind of structure that contributed to the collapse of Enron Corp in USA.

  Globe and Mail, August 9, 2002

- Directors Alert assembled a panel to address *Boardrooms in a Post Enron World.* The general debate has focused on the CEO, board independence, stock options, audit and accounting and directors' and officers' protection. The panel offers strategies to address these issues.

  www.directorsalert.com

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[3] Governance of Crown Corporations: 2000 Report of the Auditor General of Canada, Office Auditor General of Canada, December 2000.

[4] *Building on Strength: Improving Governance and Accountability in Canada's Voluntary Sector,* Panel on Accountability and Governance in the Voluntary Sector, February 1999., p 11

[5] Ibid, p 23

Samples of International Initiatives
The following samples have been randomly chosen from several dozen titles to demonstrate the global focus on governance and accountability. These reports address private corporate governance but many aspects are equally applicable to public sector organizations.

USA- **General Motors Board Guidelines**
http://www.gm.com/company/investor_information/stockholder_info/corp_gov/guidelines_pg2.htm

International- **OECD Principles/Millstein Report**
http://www.worldbank.org/html/fpd/privatesector/cg/docs/oecd-principles.pdf

South Africa- **King Report**
http://www.ecgi.org/codes/country_documents/south_africa/executive_summary.pdf

Canada- **Dey Report**-
http://www.ecgi.org/codes/country_documents/canada/dey.pdf

Canada-**Beyond Compliance: Building a Governance Culture**, Final Report Joint Committee on Corporate Governance, Toronto Stock Exchange, June 2001
www.jointcomgov.com

Japan- Revised Corporate Governance Forum
http://www.ecgi.org/codes/country_documents/japan/revised_corporate_governance_principles.pdf

United Kingdom- **Cadbury Report**
http://www.ecgi.org/codes/country_documents/uk/cadbury.pdf

For additional details and sources:
Gregory Holly J., *Internet Comparison of Corporate Governance Guidelines and Codes of Best Practices in Developed Markets*, Weil, Gotshal and Manges LLP, 2001

http://www.ecgi.org/codes/country_documents/comparatives/international_comparison_developed_markets.pdf

Trends Challenging Good Governance

The following trends create dynamic environments that pose challenges and opportunities for governors and leaders of postsecondary institutions.

- Increasing importance of higher education for economic success.
- Public "moods"...escalating expectations often very narrow and personal
- Increased focus on public accountability
- Changes in board membership
- Changing working styles in the boardroom
- Changing relationships with government
- Demand for concrete outcomes
- Demand for access at the same time as decreased government funding
- Changing clientele
- Competition for funding from other publicly-funded sectors
- Competition for qualified CEOs
- Increased emphasis on collaboration and partnerships

Weathering the Double Whammy: How Governing Boards can negotiate a volatile economy and shifting enrolments is a working paper that explores the role of the board in addressing these two key trends that are confronting all postsecondary institutions.

> *State revenue shortfalls are resulting in cuts for higher education; the baby-boom echo is entering college; myriad immigrants and first-generation college students are now seeking higher education; and millions of current workers need to upgrade their skills. Thus a double whammy: the challenge of doing more for many more with much less. And the challenge of accomplishing all that while maintaining the integrity and value of the world's finest higher education system.*[6]

The paper proposes that boards will need to ensure they have adequate information, communicate clearly and make thoughtful decisions. This involves the following tasks to address short-term budget issues and long-term investment needs.

- Identify their institution's short-term and long-term challenges.
- Refocus their institutional mission, planning and programming.
- Assess and integrate their institution's tuition, aid, and outreach strategies.
- Redouble their institution's commitment to cost management and cooperation.
- Pay attention to enrolment planning and management.[7]

https://www.agb.org/_content/center/pages/whammy.pdf

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[6] Wellman, Jane, *Weathering the Double Whammy, How Governing Boards can negotiate a volatile economy and shifting enrolments*, The Association of Governing Boards of Universities and Colleges, 2002

[7] Ibid

Changes in Underlying Assumptions about the State Role in Postsecondary Education

The driving political forces in the U.S. that have altered the role of government in postsecondary education are equally applicable in Ontario. These include decentralization, deregulation, privatization balanced by reliance on performance measures and incentive (targeted) funding to ensure responsiveness.

A SHIFT FROM:	TO:
Rational planning for static institutional models	Strategic planning for dynamic market models
Focus on providers, primarily public institutions	Focus on clients, students/learners, employers and governments
Service areas defined by geographic boundaries and monopolistic markets	Service areas defined by the needs of clients served by multiple providers
Tendency toward centralized control and regulation through tightly defined institutional missions, financial accountability and retrospective reporting	More decentralized management using policy tools to stimulate desired response (e.g., incentives, performance funding, consumer information)
Policies and regulation to limit competition and unnecessary duplication	Policies to "enter the market on behalf of the public" and to channel competitive forces toward public purposes
Quality defined primarily in terms of resources (inputs such as faculty credentials or library resources) as established within postsecondary education	Quality defined in terms of outcomes and performance as defined by multiple clients (students/learners, employers, government)
Policies and services developed and carried out primarily through public agencies and public institutions	Increased use of nongovernmental organizations and mixed public/private providers to meet public/client needs (e.g., developing curricula and learning modules, providing student services, assessing competencies, providing quality assurance)

Source: *Reflections on Postsecondary Governance Changes*, Aims C. McGuinness, July 2002, Education Commission of the States
http://www.ecs.org/clearinghouse/37/76/3776.htm

These changes have created an uncertain and challenging environment for educational institutions and their boards to:

- maintain financial viability and program and service quality;
- accommodate demand;
- respond appropriately and effectively to diverse demands; and
- take full advantage of opportunities.

A key question is: What is governance...what is good governance?

Governance is a term that has moved from obscurity to widespread usage in the past decade. There are many varied perspectives of governance.

The objective of good governance is to promote strong, viable and competitive corporations. Boards of directors are stewards of the corporation's assets and their behaviors should be focused on adding value to those assets by working with management to build a successful corporation and enhance shareholder value.
Source: Beyond Compliance: Building a Governance Culture, Final Report Joint Committee on Corporate Governance, Toronto Stock Exchange, November 2001

Corporate governance...the system by which organizations are directed and controlled. Based on three fundamental principles: openness, integrity and accountability.
Corporate Governance: A Framework for Public Service Bodies, The Chartered Accountant Institute of Public Finance and Accountability, London, UK, July 1995

The role of the board is to provide stewardship to an organization. The authority of a governing board means that it has "total accountability for all corporate activity." Its authority is exceeded "only by owners and the state."
Corporate Governance - Volume Two: In Practice, Audit Office, New South Wales, 1997

Corporate governance refers to the process and structure for overseeing the direction and management of a corporation so that it carries out its mandate and objectives effectively. It is critical that a Crown corporation, as a public sector body, be governed well if taxpayers' money is to be well spent. Good corporate governance is important to maximize performance, prevent financial losses and to help achieve the corporate mandate. But it is in times of difficulty, turbulence and change that good governance is most critical.
Report of the Auditor General of Canada, December 2000

The term governance has a particular meaning when applied to the authority and responsibility of governing public boards of colleges and universities...Institutional autonomy is a relative, not an absolute concept, to be tempered by the broader interests of the public and society. A basic responsibility of governing boards is to oversee the delicate balance between institutional autonomy and public accountability.
Governance and Coordination: Definitions and Distinctions, A.C McG iness. December 2001. Ed cation Commission of the States

...governance comprises the traditions, institutions and processes that determine how power is exercised, how citizens are given a voice, and how decisions are made on issues of public concern.
About Us, Institute on Governance, Ottawa, Ontario

As the cornerstone of the institution's governance structure, the trustee board has policymaking authority over the institution's programs, operations, facilities, finances, faculty and students. The board typically delegates responsibility for implementation of its policy to the university/college president. The president and administrative staff are accountable to the board, and are charged with the responsibility for accomplishing policy set by the board, and for effective academic and fiscal management of the campus.
Trustees Reference Guide (5th Ed.). New Jersey Association of State Colleges, 1999, p I-1

Public Sector Corporate Governance

In the public (not-for-profit) sector, there are additional factors that impact corporate governance.

- Governance also includes how government and boards relate to one another in stewardship matters.
- In exercising their powers boards are expected to represent the interests of "shareholders," that is, the public.
- At the same time boards are regarded as an agent of the government.
- Generally the authority, autonomy and accountability vary according to the legislation creating the organization.

Elements of Good Governance

There are many approaches to describing the elements of good governance. Many approaches combine elements under three or four headings. The following chart developed by the Association of Community Colleges Trustees captures common elements described in most literature.

Standards of Good Practice

In support of effective community college governance, the Board[1] believes:

- That it derives its authority from the community and that it must always act as an advocate on behalf of the entire community;
- That it must clearly define and articulate its role;
- That it is responsible for creating and maintaining a spirit of true cooperation and a mutually supportive relationship with its CEO;
- That it always strives to differentiate between external and internal processes in the exercise of its authority;
- That its trustee members should engage in a regular and ongoing process of in-service training and continuous improvement;
- That its trustee members come to each meeting prepared and ready to debate issues fully and openly;
- That its trustee members vote their conscience and support the decision or policy made;
- That its behavior, and that of its members, exemplify ethical behavior and conduct that is above reproach;
- That it endeavors to remain always accountable to the community;
- That it honestly debates the issues affecting its community and speaks with one voice once a decision or policy is made.

[1] The term "board" refers to a community college board of trustees or appropriate governing authority

Source: Standards of good practice, Association of Community College Trustees Centre of Effective Governance, Association of Community College Trustees,

http://www.acct.org

ACCT also developed a Trustee Code of Ethics to promote discussion of issues that are at times sensitive and uncomfortable to deal with in the absence of a framework for that discussion.

Boards of trustees are encouraged to use it as a starting point for discussion in developing a code or policy. It is important for trustees to explore together expectations for their own behavior.

As a governing board member, I am responsible to:

1. *devote time, thought, and study to the duties and responsibilities of a community college board member so that I may render effective and creditable service;*

2. *work with my fellow board members in a spirit of harmony and cooperation in spite of differences of opinion that arise during vigorous debates of points of issue;*

3. *base my personal decision upon all available facts in each situation; vote my honest conviction in every case, unswayed by partisan bias of any kind; therefore, to abide by and uphold the final majority decision to the board;*

4. *remember at all times that as an individual I have no legal authority outside the meetings of the board, and to conduct my relationships with the community college staff, the local citizenry, and all media of the community on the basis of this fact;*

5. *resist every temptation and outside pressure to use my position as a community college board member to benefit myself or any other individual or agency apart from the total interest of the community college district;*

6. *recognize that it is as important for the board to understand and evaluate the educational program of the community college as it is to plan for the business of college operation;*

7. *bear in mind under all circumstances that the primary function of the board is to establish the policies by which the community college is to be administered;*

8. *welcome and encourage active cooperation by citizens, organizations, and the media of communication in the district with respect to establishing policy on current college operations and proposed future developments;*

9. *support the state and national community college trustees associations;*

10. *finally, strive step by step toward ideal conditions for the most effective community college board service to my community, in a spirit of teamwork and devotion to public education as the greatest instrument for the preservation and the perpetuation of our representative democracy.*

Source: *Trustee Code of Ethics*, Association of Community College Trustees Centre of Effective Governance, Association of Community College Trustees,

http://www.acct.org

Community college boards of trustees are responsible for ensuring that their colleges are integral parts of their communities and serve ever-changing needs. They are accountable to the community for the performance and welfare of the institutions they govern.

Effective boards consist of people who come together to form a cohesive group to articulate and represent the public interest, establish a climate for learning, and monitor the effectiveness of the institution. Boards of trustees do not do the work of their institutions–they ensure that colleges have outstanding presidents. They establish standards for the work through the policies they set.[8]

🗁 http://www.acct.org

Key Issues for not-for-profit boards:

- leadership of the board
- clarity of board role, responsibilities and accountabilities
- criteria and processes for appointing directors to boards
- board performance
- internal accountability for board decision making
- unclear accountability requirements by stakeholders
- risk management
- CEO appointments/succession planning
- relationship with funding agencies/ government

Major Concerns of Boards

- Director liability
- Financial viability
- Adopting more business like practices while maintaining human service values
- How to 'add value' to the organization
- Finding the right balance between 'policy focus' and knowledge of operations
- Improving succession planning for board and staff
- Strengthening board orientation
- Developing clarity between the respective roles of board and senior management
- Improving measurement of board
- CEO and organizational performance
- Improving communication with stakeholders

Governance DO'S & DON'TS: Lessons from Case Studies on Twenty Canadian Non-profits, Mel Gill, Institute on Governance, April 2001, p 24
http://www.iog.ca/publications/nonprofit-gov.PDF

Factors Influencing Quality of Governance

The Centre for Corporate Governance *CFCG Guidelines on Corporate Governance* outlines six factors that affect the quality of governance:

- ✓ The integrity of board of directors/management
- ✓ Ability of the board
- ✓ Adequacy of the process (including information)
- ✓ Commitment level of the board members
- ✓ Quality of corporate reporting
- ✓ Participation of stakeholders

Additional factors also have an impact upon the reputation and long-term success of the corporation including business ethics, awareness of societal interests of the communities and regulatory and institutional environment.[9]

🗁 http://www.wcfcg.net/guide.pdf

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[8] *Boards Roles and Responsibilities,* The ACCT Centre of Effective Governance, Association of Community College Trustees, website

[9] *CFCG Guidelines on Corporate Governance,* Centre for Corporate Governance/Institute of Directors, 2002

Governance Models

There have been many attempts at organizing governance practices into discreet models. Many authors have proposed anywhere from three to eight distinct models into which board governance principles and practices can be grouped.

The promotion of *The Policy Governance Model* developed by John Carver and the publishing of the model in texts and articles and has helped to increase the focus and discussion on governance over the past decade. Many organizations have adopted the model, attempted to adopt the model and/or modified the model to assist in improving governance. Few governance experts are neutral regarding *The Policy Governance Model* and thus debate on governance and what comprises 'good governance' continues to flourish. Policy Governance has become a generic concept.

A governance model is defined as a distinctive set or cluster of governance clusters, responsibilities, and processes that are logically consistent with one another. The following governance models are considered to have relatively discreet characteristics.

1. *Operational:* The board does the work of the organization as well as governs it.
2. *Collective:* The board and staff are involved in "single team" decision-making about governance and the work of the organization.
3. *Management:* The board manages operations but may have a staff co-ordinator.
4. *Traditional:* The board governs and oversees operations through committees but delegates the management functions to the CEO.
5. *Policy Governance:* The board governs through policies that establish organizational aims, governance approach, management limitations and define the board/CEO relationship.
6. *Corporate:* The CEO is a non-voting member of the board, carries substantial influence over decision-making, is viewed as a full partner with the board and has a relatively free hand at managing to achieve objectives established by the board.
7. *Constituent Representational:* An approach used by publicly elected officials, or other constituency elected boards whose primary responsibilities is to balance the interests of their constituents against the best interests of the overall organizations.[10]

http://www.iog.ca/publications.asp?strTextSite=false

It is generally accepted by most governance experts that there is no single model that suits all institutions whether referring to a group of like institutions (colleges) or dissimilar institutions (colleges and hospitals). It is important for institutions to develop the model that is appropriate to their situation/culture and examine its effectiveness in a formalized planned manner.

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[10] *Models: Learnings, Knowledge Areas,* Institute on Governance, Ottawa, On, website

College Governance Framework

Ontario

Ontario's colleges of applied arts and technology have been governed by the *Ministry of Training, Colleges and Universities Act (MTCU)* and related regulations and policies since their inception in 1965. In June 2002, the *Ontario Colleges of Applied Arts and Technology Act, 2002, (OCAATA)* was passed by the Ontario legislature; proclamation is anticipated in 2003.

Governance Framework:

- Colleges are non-profit corporations and fall under the *Corporations Act.*
- Colleges are crown agencies or agents of the crown. As such colleges are subject to management board directives, specific acts that relate to public institutions and arms length government oversight.
- The legislative/regulatory/policy governance and accountability framework under the current (MTCU) or new (OCAATO) acts provides broad parameters for some aspects of governance and accountability and very specific directives in other areas.
- Colleges, as non-profit corporations, have their own by-laws that respect the individual acts under which colleges function.
- Each college develops policies and procedures that guide the manner in which business is conducted at their respective institutions.
- In 1998 Ontario instituted the Key Performance Indicators initiative measuring student satisfaction, graduate satisfaction, employer satisfaction, and employment rate. In 2000 the government began allocating a small percentage of funding to the indicators.

Acts Colleges must respect:

- MTCU Act
- Corporations Act
- Finance Administration Act
- Freedom of Information Act
- Health and Safety Act
- Colleges Collective Bargaining Act
- Postsecondary Choice and Excellence Act

🗁 http://www.e-laws.gov.on.ca/home_E.asp?lang=en

Statutory Body:

The *College Compensation and Appointments Council,* formerly the Council of Regents, is established in OCAATO, 2002. The council's responsibilities include:

- appointment of governors to the 25 college boards.
- negotiating collective agreements with colleges' academic and support staff who are represented by the Ontario Public Service Employees Union (OPSEU).

🗁 www.ocor.on.ca

Membership: 12-20 external members recommended by the college to the Council of Regents for appointment, 1 academic member elected by the faculty, 1 support staff elected by support staff, 1 administrative member elected by administrators, 1 student elected by students and the president.

British Columbia

- The *College and Institute Act* defines the scope and role of colleges in British Columbia.
- The Act and its regulations provide the minister with the power to "establish, name, maintain, conduct and govern" the institutions.
- Each college has a board of governors—the corporation, responsible for corporate governance.
- Each institution is a crown agency, defined as agents of the government.
- An education council is the main policy recommending body for college-wide educational issues such as grading and admission standards. Some decisions require joint approval of council and the board prior to implementation.

Co-coordinating Bodies
- British Columbia Council on Admission and Transfer
- Centre for Educational Information
- Centre for Curriculum, Transfer and Technology
- Postsecondary Employer's Association
- British Columbia Centre for International Education

Board Membership: 1 faculty, 2 students, 1 support staff elected by constituency, 8 or more members appointed by the Lieutenant governor, the President and chair of the Education Council.

Alberta

- Colleges Act provides the framework for public colleges.
- Each college has a board of governors.
- The college board is a corporation with the name given by the Lieutenant Governor in Council.
- The auditor General is the auditor of the board.
- An Academic Council comprised of students and faculty is advisory to the Board of Governors.
- Key Performance Indicators are linked to funding in the areas of responsiveness, accessibility and affordability.
- Legislation requires colleges to submit annual plans and other reports as required.

Advisory to the Minister
- Alberta Council on Admissions and Transfer
- Alberta Apprenticeship and Industry Training Board
- Students Finance Board

Board Membership: The minister appoints 1 academic staff nominated by the academic staff association, 1 student nominated by the student's council and 1 non-academic staff not engaged in administration of the college, nominated by non-academic staff. The president of the college and 7 persons appointed by the Lieutenant Governor in Council, one of whom shall be chair and additional persons appointed on recommendation of the minister comprise the other members of the board.

In January 2002, the Alberta Learning Ministry instituted a consultation *Alberta's Postsecondary Education System: Developing the Blueprint for Change*. The discussion document provided trends in postsecondary education and challenges and then posed a series of questions.

1. What are the most important attributes of a successful postsecondary system?
2. What specific advice can you provide concerning the ministry's future role and actions it can take to ensure the development of a successful system?
3. What changes must the system undergo if it is to successfully respond to these new demands for access?
4. What advice can you provide concerning the future roles of institutions and sectors, and the roles of other stakeholders to promote a successful system?
5. What advice can you provide concerning the level of contribution provided by the learner and society?
6. What advice can you give concerning the most effective ways to harness the full potential of technology in the learning process?
7. What specific measures can be taken to ensure that the Alberta system can respond successfully within an increasingly global and knowledge based economy?

Alberta's Postsecondary Education System: Developing the Blueprint for Change, January 2002, Alberta Learning
http://www.learning.gov.ab.ca/pubstats/PostSec/Jan2002_Blueprint.pdf

United States

All states assign responsibility for governing public colleges to one or more boards most often composed of lay people representing the public interest. Boards are usually referred to as "boards of trustees" or "boards of regents".

Many states have coordinating boards that are responsible for key aspects such as planning and policy leadership, program review and approval. These boards do not govern institutions. The governance and coordinating structures of the following two states demonstrate two approaches.

Many models of governance work in postsecondary education. Most states have examined their governance structure and many have initiated significant restructuring to position the sector for the 21st century such as New Jersey and California.

New Jersey

- The State College Autonomy Laws, 1986, increased self-governance in the college system.

New Jersey Higher Education Student Assistance Authority

New Jersey Educational Facilities Authority

- The Higher Education Restructuring Act, 1994, eliminated the State Department of Education Board and the Board of Higher Education and created the Commission on Higher Education and the President's Council and increased authority and responsibility for institutional trustee boards.
- The Commission on Higher Education is responsible for state-wide coordination of higher education.
- The president's council makes recommendations on new programs, regional alliances, budget and student aid levels, licensure and the state-wide higher education master plan to the Commission.
- Local boards of trustees have responsibility for the governance of their local institution including institutional policy and planning, academic programming tuition and fees, admission, personnel among others.
- Members of both the Commission and Boards take the oath of allegiance to the United States and New Jersey constitutions and governments.

Membership: Local Boards of Trustees: 7-15 lay persons appointed by the governor with the advice and consent of the senate, 2 students (1 voting, 1 non-voting) and the president. Serve 6 year terms with no limit on the number of terms.

The sixth annual state-wide accountability report has been published for the N.J. higher education sector. Institutions receive up to one additional percent of support for basic operations based on four indicators.
www.state.nj.us/highereducation/ar06.pdf

California

California has a bilateral governance structure for its 108 colleges in 72 districts.

1. A state-wide board of governors is accountable to the state.
   - It establishes policy and regulations, interacts with the legislature and federal and state organizations and selects a chancellor for the system.
   - Establishes minimum standards for the operation of each local district and minimum conditions for receiving state aid and conducts periodic reviews.
   - Chancellor consults with the system through a Consultation Council which includes representatives from CEOs, academic senates, chief instructional officers, chief student officers, chief business officers, students and the California Community League of Colleges.
   - The Chancellor's office is a state agency with 170 staff.

   Membership: Sixteen member board appointed by the governor, 2 positions designated for trustees from college boards, 2 community college faculty, and 1 student.

2. Locally elected board of trustees which is answerable to the local community.
   - The board provides policy leadership and establishes educational priorities for the district.
   - Establishes policies for current and long-range academic and facilities plans and programs.

Membership: 5-9 members elected on a district or area basis.

The state-wide Board of Governors and the Boards of Trustees have signed a joint statement of principle to describe the views of the Board of Governors and the California Community College Trustees related to the governance structure of the California Community Colleges and lead to improved working relationships and common understandings between the state and local boards.
🗁 www.ccleague.org/pubs/policy/jtstmt.htm

The California Postsecondary Education Commission (CPEC) is a central body responsible for the coordination and planning of higher education. It assures *the effective utilization of public postsecondary resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal need through planning and coordination.*
🗁 www.cpec.ca.gov

Membership: 16 members, 9 representing the general public, 5 representing the major systems of California education and 2 students.

The California Postsecondary Education System has just published their eighth annual report on California higher education performance indicators. This is required by legislation, with indicators developed by CPEC in consultation with the states public colleges and institutions.
🗁 http://www.cpec.ca.gov/completereports/2002reports/02-07.pdf

Accountability

> *Governance is concerned with how an organization is steered, who has a voice, and how accountability works.* [11]

Accountability, a key role of governance, has become a focus in public and private organizations globally. There has been a great deal of attention paid by a variety of government and private organizations to the issue of accountability, the measures that can be taken to improve accountability and information to assist boards to in implementing best practices on accountability (see page).

Both the Canadian federal and Ontario provincial auditors have included recommendations relating to accountability of public bodies in their reports.

The Ontario Provincial Auditor has had references to accountability in several annual reports:

[11] About Us, Institute on Governance, Ottawa, Ontario, website

- In 1996 the provincial auditor identified the need for the ministry to establish clear measurable goals for the college system and set colleges performance in meeting those goals.[12]
- In 1998 the report indicated that the accountability framework implementation was progressing.[13]
- In 2001 statements are made regarding legislative proposals for better public-sector accountability. The report is supportive of the tabled *Public Sector Accountability Act* and changes in the *Audit Act*.[14]

The Ontario Financial Review Commission published a report *Raising the Bar: Enhanced Accountability to the People of Ontario* in 2001. This report:

- Focused on the development of key elements that must be in place to help ensure the transfer partner organizations are well run, responsive and responsible.
- After identifying these elements, set them out in a checklist.
- Based on the elements, defines an accountability framework for transfer-partner organizations.
- Recommends the establishment of independent performance enhancement offices for each major sector.
- Believes legislation is the most effective way to implement the mechanisms.[15]

http://www.gov.on.ca/FIN/english/ofrc01e.pdf

- The Toronto Stock Exchange (TSX) requires that every listed company incorporated in Canada or a province/territory of Canada must disclose on an annual basis a *"Statement of Corporate Governance Practices"*. The statement relates the current governance practice of the organization in relation to a set of disclosure requirements and guidelines.[16]

  http://142.201.0.1/en/mediaNews/newsreleases/news2355.html

- The Chartered Institute of Public Finance and Accountability (CIPFA) developed a framework for public sector corporate governance. The CIPFA applied these principles of better practice to the public sector in terms of:
  - Organizational structure and processes;
  - Financial reporting and controls; and
  - Standards of directors' behaviour

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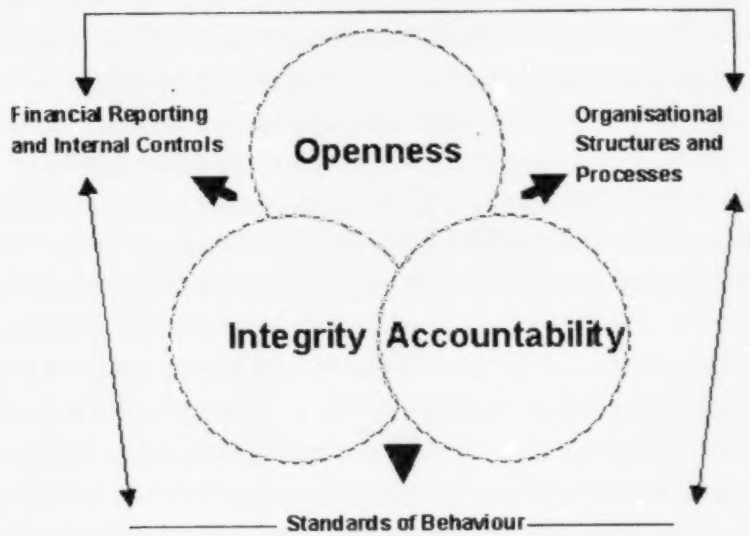
[12] 1996 Annual Report, Office of the Provincial Auditor of Ontario, Chapter 3.07
[13] 1998 Annual Report, Office of the Provincial Auditor of Ontario, p 3
[14] 2001 Annual Report, Office of the Provincial Auditor of Ontario, p 16-17
[15] Raising the Bar: Enhanced Accountability to the People of Ontario, Ontario Financial Review Commission, Queen's Printer for Ontario, 2001
[16] *Toronto Stock Exchange Amends Regulations*, News Release, Toronto Stock Exchange, April 26, 2002



Source: Chartered Institute of Public Finance and Accountancy, *Corporate Governance: A Framework for Public Sector Bodies* , CIPFA, London, 1995.

These principles have been utilized around the world by many organizations as a framework for corporate governance development and accountability.

Corporate Governance in the Public Sector—The Role of Risk Management, developed by the Association of Local Authority Risk Managers, refers to the above framework for public sector bodies. This document then uses the framework as it relates to the role of governance in risk management.

> *Risk Management is the identification, analysis and economic control of those risks which might prevent an organization achieving its objectives.*[17]

The document also provides a 10 point plan for risk management.
http://www.alarm-uk.com/downloads/corpgovsum.pdf

Accountability in the Postsecondary Sector

> *Performance funding, budgeting, and reporting represent the main methods of assuring public accountability in a decentralized era of managing for results rather than controlling by regulation.*[18]

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[17] Harwood Ian, *Corporate Governance in the Public Sector—The Role of Risk Management*, Association of Local Authority Risk Managers,

[18] Linking State Resources to Campus Results: From Fad to Trend: The Fifth Annual Survey (2001), Joseph C. Burke and Henrik Minassians, The Nelson A. Rockefeller Institute of Government

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- The major accountability mechanisms utilized in the postsecondary sector include
    - Performance indicators sometimes attached to funding.
    - Development of various plans such as strategic plans and annual reports.
    - Various audit requirements both institution-wide and program specific.

- In British Columbia, Alberta and Ontario performance indicators are tied to funding in significantly different ways. The indicators utilized, the approach to data collection and the distribution vary considerably.

- In the United States there are a variety of models, indicators and methods (measures) used to determine institutional performance. There are three basic accountability models states use either independently or in concert to measure postsecondary institutional performance.
    - Performance models
        - Performance funding: 19 states
        - Performance budgeting: 27 states
        - Performance reporting: 39 state
    - Performance indicators: anywhere from 3-37 indicators

    - Methods of measuring performance
        - Institutional improvement over time
        - Comparisons with peer institutions
        - Comparison against preset targets

🗁 www.ecs.org/clearinghouse/35/89/3589.htm

- The Quality Assurance Agency for Higher Education in England audits the academic performance of institutions. *The Handbook for Institutional Audit* describes the process that is undertaken in the audit and the data which is to be published and available.

🗁 http://www.qaa.ac.uk

- Under the auspices of the Higher Education Funding Commission performance indicators for higher education colleges and universities were introduced in England in 1999. They are intended to contribute to a greater public accountability by the sector, as well as ensuring that policy decisions can be made on the basis of consistent and reliable information. Funding is not currently attached to the indicators.

🗁 http://www.hefce.ac.uk/learning/perfind/default.asp

Five Actions for Higher Education Governance

Here are five actions that governors can take now to **strengthen performance and accountability** in public college and university governance.

1. Create an advisory committee to recruit, screen, and recommend board candidates.
2. Establish a channel for clearly communicating state priorities to governing boards.
3. Promote board orientation and education programs both at the institutional and state level that bring together regents and trustees to discuss their basic responsibilities and to attain a full understanding of state level issues and funding priorities.
4. Encourage public higher education systems and institutions to strategically reengineer administrative systems and the delivery of academic programs, in support of state policy goals and institutional missions.
5. Work with all stakeholders to strengthen awareness of the unique, evolving role of college- and university-affiliated foundations.

The Association of Governing Boards of Universities and Colleges' Center for Public Higher Education Trusteeship and Governance developed these guidelines for governors in collaboration with the National Governors' Association Center for Best Practices. For further details:

http://www.nga.org/center/divisions/1,1188,C_ISSUE_BRIEF%5ED_1508,00.html

One Government's Approach:
New South Wales: Governance and Accountability

In the late 1990s, the Audit Office of New South Wales examined corporate governance practices of New South Wales Public Sector boards and published three comprehensive reports. The approach taken demonstrates a comprehensive examination of governance practices and outlines some of the governance pitfalls and best practices that existed. The work takes into consideration governance trends elsewhere and builds them into the local real life situation. The initiative then proceeded to develop supporting materials to assist boards in improving their performance.

The key findings included:

- Criteria and processes for appointing directors to boards are not always transparent.
- A more systematic and rigorous approach to the range of corporate governance. issues is required across the public sector if it is to approach better practice.
- There is a lack of accountability for board decision making and performance.
- Where boards serve a governance role, then a basic framework needs to be created to ensure they can operate efficiently and effectively.

Reports released in June 1997 produced included:
Volume One: Corporate Governance in Principle
http://www.audit.nsw.gov.au/crpg1-97/contents.htm
Volume Two: Corporate Governance in Practice
http://www.audit.nsw.gov.au/crpg2-97/contents.htm
A Supplement to Volume Two: Survey Findings

- Based on the findings in the former reports, the New South Wales Audit Office produced *On Board: Guide to Better Practice for Public Sector Governing and Advisory Boards*. The aim of the guide is to assist governing boards to:
  - Review present government practices
  - Compare them with "better practice"
  - Develop strategies for continuous improvement.

  The first section of the guide outlines better practice principles in relation to ten key factors. The second section consists of ten checklists which address better practice standards. Each checklist allows the board to test whether it is meeting better practice and identify actions for improvement.
  http://www.audit.nsw.gov.au/guides-bp/OnBoard-April98.PDF

Key Factors that impact board effectiveness and efficiency:

1. the role of the board
2. the role of the chair
3. the role of the CEO
4. board committees
5. appointments
6. induction and training
7. board meetings
8. standards
9. risk management and liability
10. reporting and evaluation.

Public Sector Corporate Governance Ready Reckoner is a two-page summary in a table format of the previous document.
http://www.audit.nsw.gov.au/corpgov99/gov-chklist1.pdf

- In June 2002, the New South Wales Audit Office released a report on *Risk Management*. The New Zealand/Australian standard on risk management requires that risk be measured in terms of the likelihood of something happening and the consequences of it happening. The finding of the survey indicated that while agencies are aware of the need to manage risk, their risk management falls short of better practice.

  🗁 http://www.audit.nsw.gov.au/perfaud-rep/RiskManagement-June2002/Risk-Contents.html

Risk: the chance of something happening that will have an impact on objectives.

The New South Wales Audit Office made the following recommendations to enable boards to operate according to better practice principles. The boards should have:

1. A policy on better practice for board operations addressing such issues such as:
   - board appointments and composition;
   - appropriate board structures, systems and processes;
   - standards;
   - board performance; and
   - board reporting.
2. A clear written mandate regarding the role, responsibilities and duties of the chair and directors.
3. A formal, written definition of the role, responsibilities and duties of the chair and directors.
4. The authority to make recommendations regarding board appointments, taking into account the needs of the board and the skills and qualifications of potential candidates.
5. A process to subject re-appointments and vacancies to evaluation and review, taking into account the current and future needs of boards.
6. Access to an induction program and on-going training for all directors.
7. An arrangement to meet regularly with the Minister and review board performance.
8. Written rules and procedures for board operations.
9. Regular meetings and provide adequate and appropriate access to the information necessary for the board to conduct its business.
10. Decision making processes which are transparent and allow for sufficient discussion.
11. A code of conduct.
12. Established procedures for dealing with conflicts of interest and third party transactions.
13. A mechanism for dealing with fraud control.
14. A clear understanding of their liabilities.
15. A procedure to ensure that board performance is reviewed and reported upon regularly; the results of this review should be reported publicly.
16. Their corporate governance practices recorded in their Annual Report.

In addition, governing boards should have:

17. Ministerial powers (to give directions) defined in writing (preferably in legislation), with a transparent process for responding to such directions.
18. An appropriate board structure, including relevant committees. Committees should include an audit committee.
19. The power to appoint their chair.
20. The power to appoint the Chief Executive Officer and provide them with a written charter regarding their role, responsibilities and duties.

Source: Performance Audit Report: Corporate Governance, Volume Two: in Practice. Audit Office, New South Wales, June 1997

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Governance Best Practices

There are many associations, private sector groups, governments and government agencies that have developed resources and examples of best practices to assist boards in developing their own best practices. The following are examples of the some of the resources that are available. In some cases the material is free and can be downloaded; in some, membership is required to access the material; and in others the material may be purchased.

The focus of the materials listed here is on articles, guides, checklists and concise short articles. There are many texts available on governance from several publishers and some of the following sources.

- The Conference Board of Canada has an extensive resource base on governance available for its members. It includes publications such as *Who Does What? –a Practical Guide to the Roles, Responsibilities and Relationships of Directors, Executive and Shareholders, 2001 Corporate Governance Idea Book* and *Beginning at the Top—Board and Performance Measurement.* These Canadian Publications have great applicability to public sector organizations.
  http://www.conferenceboard.ca/governance/default.htm

- The Institute on Governance (IOG) is a Canadian non-profit organization with charitable status founded in 1990 to promote effective governance. IOG conducts research and has publications related to governance such as *Governance DO'S & DON'TS, Lessons from Case Studies on Twenty Canadian Non-Profits.* This research paper describes governance practices in 20 not-for profit organizations in Canada. It describes concerns of boards, keys to success and board models. Online, IOG also provides resources in the areas of aboriginal governance, accountability and performance measurement, board governance, technology and governance and youth and governance.
  http://www.iog.ca
  http://www.iog.ca/view_publication.asp?publicationItemID=108

- The Resource Centre for Voluntary Organizations was established in 1985 when the Junior League of Edmonton saw a need to supply fundraising information to many of the 50,000 voluntary organizations serving community needs throughout Alberta. They partnered with Grant MacEwan College and the Canadian Centre for Philanthropy in developing the resource centre. The centre has developed resources for not-for-profit boards that are equally applicable to college boards. Such articles as *Roles and Responsibilities for Not-for-Profit Boards* and *Effective Organizations Call for Effective Chairs* provide valuable information in a concise format.
  http://www.rcvo.org/index.html

- The Association of Community College Trustees has an extensive resource collection available. Resources are available online for download or purchase. The association offers trustee training and professional development programs,

educational programs, research and publications, extensive board services, and public policy advocacy trustees. The association produces the *Trustee Quarterly* which contains informative articles for boards such as *Thinking Alone or Thinking Together* and *What Can Boards Do to Cultivate the Next Generation of Presidents?* from the Winter 2002 issue. There are also online materials relating to New Trustee Orientation, Board Roles and Responsibilities and Trustee Code of Ethics.
🗁 http://www.acct.org

- The Association of Governing Boards of Universities and Colleges (AGB) provides university and college presidents, board chairs and individual trustees of both public and private institutions with the resources to enhance their effectiveness. The resources include conferences, workshops, books, articles and periodicals. Issues that are addressed cover such topics as:
    - *Weathering the Double Whammy: How governing boards can negotiate a volatile economy and shifting environments*
    - *Effective Trusteeship: A Guide for Board Members of Public Colleges* and *Universities*
    - *Bridging the Gap Between State Government and Public Higher Education.*
      🗁 www.agb.org

Pursuing the public's agenda: Trustees in Partnership with state leaders, a recent publication of the Centre for Public Higher Education Trusteeship and Governance elaborates three agendas boards pursue as policies are developed.

1. Institution-first agenda address the important role of the board in nurturing, preserving and protecting institutions under their care.
2. Administrative agenda involves oversight of planning, efficiency and accountability.
3. The third agenda, the focus of the paper is the public agenda which focuses on the broader benefits of education and less on the individual ones.

The paper then explores various aspects of the public agenda and trusteeship: extending prosperity, promoting universal access and lifelong learning, improving the quality of life and acting as a community partner. The paper concludes with examples from various states.

Source: *Pursuing the public's agenda: Trustees in Partnership with state leaders,* Centre for Public Higher Education Trusteeship and Governance, AGB, September 2002
🗁 www.agb.org

- The Community College League of California has developed excellent resources for governance. The *Trustee Handbook* that has been developed is extensive and most of it is useful for governors anywhere. The handbook includes a chapter specifically for the student trustee. They have also developed a *Board Chair Handbook* and a *Local Trustee Orientation and Education Handbook.*
  🗁 www.ccleague.org

http://www.ccleague.org/pubs/handbook.pdf
http://www.ccleague.org/pubs/TrusteeEdLocal.pdf

- The New Jersey Association of State Colleges produces publications that support good governance and accountability. *Creating a Public Agenda: Accountability and the New Jersey State Colleges and Universities* provides and excellent case study of the implementation of accountability measures. *The Trustees' Reference Guide*, although a lot of New Jersey specific information, addresses common governance information.

Trustees' General Responsibilities

- Appointing, supporting and assessing the president
- Establishing and clarifying the institution's mission
- Ensuring financial solvency
- Approving long-range plans
- Approving educational programs
- Maintaining physical plant
- Preserving institutional autonomy
- Enhancing the institution's public image
- Staying informed and assessing board performance

Trustees Reference Guide (5th Ed.). New Jersey Association of State Colleges, 1999, p I-2-3
http://www.njascu.org/referenceguide5th.pdf

- Spencer Stuart, Executive Search Consultants, publish several resources on governance. For example:

Smart Boards for Tough Times, details board trends and practices at leading Canadian Companies. The key trends addressed include:

- Board roles and responsibilities intensifying
- Board profiles changing little
- Board committees staying consistent
- Board independence rising
- Corporate governance becoming more rigorous
- Board compensation increasing.

http://www.spencerstuart.com/client/content/en/us/psdetail.asp?PracticeDBID=17917#PUBLICATIONS

Now More Than Ever, Directors are a Vital Resource, A Spencer Stuart publication, looks at the director recruitment challenges in the private sector. The conclusion is that capable directors are hard to find. Board recruitment is now being viewed from a different perspective to address this challenge.

- Examining the company strategy going forward and concentrating on the skills needed in directors as opposed to focusing on titles.
- Looking beyond "overboarded" CEOs is another tactic.
- Targeting retired CEOs is a growing trend.

http://www.spencerstuart.com/client/content/en/us/psdetail.asp?PracticeDBID=17917#PUBLICATIONS

- The Canadian Society of Association Executives produces a bilingual magazine *Association* which explores current issues that impact associations. The March 2002

issue was devoted to association's volunteers with articles such as *The Crisis in Leadership and Recruitment and Retention.*
🗁 www.csae.org

- The *AECBC Board Member Handbook, 2000* provides a general overview of the college, university-college, institute, agency system and board functions in British Columbia and its governance structures. It provides specific references and links for governors to obtain more detail on specific issues, laws and government requirements.
🗁 http://www.c2t2.ca/governance/boardhandbook.htm

- The Ontario Library Services has developed a variety of resources targeted at public trustees. Such areas as *How Well Have You Governed?, Connecting with your Community* and *Understanding the Board's Role in Advocating for Funding* are examples that would be of particular interest to all public sector organizations.
🗁 www.library.on.ca/trustee/trusteemain.htm

- The OECD Steering Group on Corporate Governance co-ordinates and guides the Organisation's work on corporate governance and related corporate affairs issues, including market integrity, company law, insolvency and privatisation. The Steering Group is currently preparing an assessment of the *OECD Principles of Corporate Governance.* The assessment will take place in 2004 and will be preceded by a survey of corporate governance developments around the world.
🗁 http://www.oecd.org/EN/home/0,,EN-home-28-nodirectorate-no-no--28,00.html

- CalPERS, one of the world's largest investing institutions has developed a set of U.S. Corporate Governance Principles. These include a set of core principles which form the foundation for accountability between the corporation and its owners and guidelines that support "good governance".
🗁 http://www.calpers-governance.org/principles/domestic/us/page01.asp

- The National Centre for Non-profit Boards produces a series of booklets for boards on governance on such topics as *Ten Basic Responsibilities for non-profit Boards* and *The Board's Role in Public Relations and Communications*
🗁 http://www.boardsource.org

- *Corporate Governance for Public Service Bodies* was developed by the Chartered Institute of Public Finance and Accountability (CIPFA). In addition to covering principles and standards of corporate governance, the document presents "good corporate governance in practice" with a companion checklist for boards to use.
- The National Association of Corporate Directors publishes a monthly newsletter that deals with current governance issues. For instance the July 2002 issue included such topics as *Restoring the Governance Balance, Governance in Crisis: A Window of Opportunity.*
🗁 www.nacdonline.org

- The Canadian Council of Chief Executives published their commitment to good governance: *Governance, Values and Competitiveness - A commitment to Leadership, September 2002.* The Canadian Council of Chief Executives presented their recommendations on the specific roles and responsibilities of CEOs and the Board, preferring a principles-based approach to corporate governance rather than a rules-based approach.
  www.ceocouncil.ca/English/WhatsNew/index.htm
  http://www.ceocouncil.ca/English/Publications/reports/sep26-02.pdf

- *Boardroom* is a Canadian publication providing news, review, and commentary on corporate governance for directors and those involved in leading and advising corporations both in the for-profit and not-for-profit sectors. Boardroom is published six times per year.
  http://www.boardroomnews.com/

- The Canadian Centre for Philanthropy has a resource centre with interesting information on governance, fundraising, foundations and volunteering, some of which is available online and some only to members. The resource centre produces short articles on various topics such as *Board Meeting Process Evaluation, The Buck Stops Where?* and *Orientation of New Board Members.* The centre has just published the *Ethical Fundraising and Financial Accountability Code.*
  http://www.centreforphilanthropy.ca/index2.htm?token=2073VT27

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

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